# Scanned 2:12-cv-00410, Document 31-129 Filed on 01/26/15 in TXSD Page 1 of 39

F.	SER\	/ICE	AL.	TERN/	ATIVES

the spa	specia ice nex	al education alternatives and supplementary aids and it to all to that apply:	services provided, tried, or considered. Place the key letter (p, t, c) i
3 4 5 6 7	Modificurrice and/o vocate instru Special Title Tutori Englis	ral education classroom fications in general education and/or rulum, instruction testing procedures, or physical arrangements (including ional education and nontraditional retional programs) all education supplementary aids and services 1 Part A/Accelerated Instruction rals/academic remediation h as a Second Language (ESL) rule leases	8. Pre-K program 9. Alternative education program 10. Assistive technology (e.g., communication devices, slant top table) 11. Hesource classroom 12. Self-contained classroom 13. Separate special education campus 14. Nonpublic day school placement 15. Residential placement 16. Content Mastery 17. Other:
Item		Results of Efforts	if efforts not successful, provide reason(s)
10	5	Works Great Successful with medication Successfully mainsteamed Woundtreamed	-
-			
G. CON	SIDER	ATION OF LEAST RESTRICTIVE ENVIRONMENT	
		e either a or b:	
	Bas ned	ident receive all instruction and services in the general sed on ARD committee review of assessment data, sessary to implement the content of the IFP, and pro-	, new IEP goals and objectives, instructional modifications/supports revious efforts/considerations, the committee recommends that this all education setting. Go to Consideration of Harmful Effects, ARD-6.  The revious efforts/considerations, instructional modifications/supports revious efforts/considerations, the committee recommends that this a special education instructional setting. Complete (3) and either (1)
		noval from General Education Classroom	
	0	Placement in the general education classroom prohit the IEP even though supplementary aids and service	bits the student from achieving the goals and objectives contained in
	X	The modifications required for the student to achieve general education classroom without eliminating es	ve the goals and objectives in the IEP cannot be implemented in the sential components of the regular curriculum/activity.
		Implementing the student's behavior management pacademic instruction or nonacademic activities.	plan means that other students would not benefit satisfactorily from
		The student needs the following support services to	o benefit from the general education program:
	0	Other:	
		-	
ý			6/95 ARD-5

Scanned 2:12-cy-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 2 of 39

emoval from General Educa	tion Campus (to a Separate Camp	A// / tauc
The student had a previous service goals and objective	usly unsuccessful placement on	a general campus. If selected, list instructional and related
pportunity to Participate		
removing this student from portunity to participate with	n the general education classroom students without disabilities in al	m or general education campus, will the student have the
Meals Field trips Fund raising activities Regular transportation Sports/cheerleading Student council	☐ Yearbook/newspaper ☐ Recess periods ☐ Choral group/debate ☐ Assemblies ☐ Band ☐ Graduation exercises	General education routines (homeroom assignments, lockers, study hall class changes, social)  Other:
ntion of Potential Harmful E ng this student from the ge harmful effects on the stude potential harmful effects on	Ifects (Complete this section for a	of conjugate below the
MFUL EFFECTS		HARMFUL EFFECTS
sed access to zed services (e.g., ls, personnel, ar modifications)		ON STUDENTS WITHOUT DISABILITIES  Decreased student self-esteem Increased safety concerns Increased distraction Increased student frustration
	The behavior management. The student's behavior is. The student had a previous service goals and objective campus.  poportunity to Participate removing this student from portunity to participate with 10, describe the nonacademic Meals. Field trips Fund raising activities. Regular transportation. Sports/cheerleading. Student council my of the above items are continuous from the general of the student from the student fr	removing this student from the general education classroop portunity to participate with students without disabilities in all 10, describe the nonacademic and extracurricular activities in all 10, describe the nonacademic and extracurricular activities in all 10, describe the nonacademic and extracurricular activities in all 10, describe the nonacademic and extracurricular activities in all 10, describe the nonacademic and extracurricular activities in all 10, described in the section for a seemble sudent council and particular described in the student with disabilities or on the quality potential harmful effects on the student without disabilities if the campus.  MFUL EFFECTS ENT WITH DISABILITY  sed access to ged services (e.g.,

Scanned 2:12-cy-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 3 of 39

MAMILYEZ STUDENT LAST NAME		بال	101	111		20				1000		
H. SCHEDULE OF SERVICES	Duratio	_	IRST service	· i=8-	14-90		5			9740c	grade	7
							T				gi ace	-
CITURSE/CURRICULUM AREA	Funct. Grade Level	Mc Yes	GEN ED	Ed Time	Progr. Determ Gen Ed	Ined By		GEN No	Ed		Progr Deter Gen E	mines
Fanguage auts	LOH	1	90	15 d	1							
marko	6.1	1	90		V						12	1
Science History PE/Enrichment		7	145	3 2	V			4	1	J		-
		-	70	# 7	-		1-9	*	W			+
Fine Arts	. 9	-	_10	133				4	4		-	1
	वस्	-		133								1
	38			00								
Vocational EducationREGCVAEVEH	eckimatics											
VAC	3			1				1	100		II.,	
TOTAL MINUTES PER DAY			30	mi.	America .		11.60					
Monitoring/Coordination Monitoring of progress in gen Coordination of General/Speci Person(s) responsible Pa Method(s) Report Cards Schedule for evaluating progr	at Edua	0178	ion:	daily _		/3 W		01 (	3.1	TOGG	Les we	eks
Monitoring of progress in gen Coordination of General/Speci Person(s) responsible Pa Method(s) / Report Cards Schedule for evaluating progr RELATED/OTNER SERVICES TIM Auditory Mdcp Services / Counseling / Lealth Services / Usic Therapy / Derientation & Mobility / Physical Therapy / Chysical Therapy / Counsel on & Mobility / Physical Therapy / Chysical Therapy / Chysical Therapy / Counsel on & Mobility / Chysical Therapy / Counsel on & Counsel o	Progrees for	0178	ion:	daily	weekly burselor crecurri eference mathem suritin social science	Other outer of assertation studies e	ner V	ities t (IA wi no st ex	AS/II to of ouden	Weeks Tas): ake rea fered f t's gra in all stratio	ding or this de plac areas	emen
Honitoring of progress in gen Coordination of General/Speci Person(s) responsible Pa Method(s) / Report Cards L Schedule for evaluating progre EELATED/OTHER SERVICES // Muditory Mdcp Services // Counseling / Health Services // Music Therapy // Mccupational Therapy // Mrientation & Modility // Mysical Therapy // Mysi	at Education of Spire Sp	ecia ss R par	ion:n Instru	daily	weekly  punselor  cracurri  eference  mathem  writin  social  science  scie	Other culer of assertation of assert	ner V	ities t (TA wii no st ex in	AS/II to of ouden	Weeks Tas): ake rea fered f t's gra in all stratio	ding or this de plac areas	emer
Honitoring of progress in gen Coordination of General/Speci Person(s) responsible Pa Method(s) / Report Cards Schedule for evaluating progr RELATED/OTHER SERVICES TIM Auditory Ndcp Services / Counseling /	at Edge	ecia ss R par C*	ion:n Instru	daily	weekly  ourselor  ces  cracurf  eference  e mathem  social  social  science  as del responde  yes,  t.		ectives see active sees active	ities t (IA wi no st ex st ad in	AS/II to of ouden	Weeks Tas): ake rea fered f t's gra in all stratio	ding or this de plac areas n mater r large ministr	i emer inte
Honitoring of progress in gen Coordination of General/Speci Person(s) responsible Pa Method(s) Report Cards Schedule for evaluating progretical progress of the services of th	progreeas for E po	stion at the state of the state	ion: n Instruction in Instru	daily	weekly  munselor  mices  pracurri  eference  mathem  writin  social  science  science  yes,  t.	otto Other_cular indicate at ics g studies of fined inse	ner Date	ities t (TA	AS/II to to for under the bridge brid	Veach	ding or this de plac areas	i emer
Honitoring of progress in gen Coordination of General/Speci Person(s) responsible Pa Method(s) Report Cards Schedule for evaluating progret ELATED/OTNER SERVICES TIM Auditory Mdcp Services Journeling Services  I Name of Services Journeling Jo	on Et out the visual desired of Texas	stioned as he seems h	ion:n Instru	daily	weekly  waseloring  ference  emathem  social  social  sciences  yes,  t.	d asset da a	ner Questiv	ities t (IA	AS/IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	Year): ake reafered ft's grafin all strations it e o dual ad	ding or this de plac areas n mater r large ministr	i cemen fiata pri atio
Monitoring of progress in gen Coordination of General/Speci Person(s) responsible Pa Method(s) Report Cards Schedule for evaluating progre RELATED/OTHER SERVICES TIM Auditory Mdcp Services // Counseling lealth Services // Lusic Therapy // Decupational Therapy // Prientation & Modility // Prientation & M	on Et out of the visit of the v	eciass R. parice (*)	ion:	daily	weekly  waselor  ces  tracurri  eference  mathem  social  science  science  yes  t.	ation of the color	sective sective sective sective sective sective sective sective section sective section sectio	ities t (TAM) noo st st ad uss in GE GE	AS/II to of the total to the total tot	Year	ding or this de place areas a mater large ministr	cemeriate
Honitoring of progress in gen Coordination of General/Speci Person(s) responsible Pa Method(s) Report Cards Schedule for evaluating progret ELATED/OTNER SERVICES TIM Auditory Mdcp Services Journeling Jealth Services Juste Therapy Coupational Therapy Descriptional Therapy Prientation & Mobility Physical Therapy Descriptions  I Special Transportations Rolling Services I Special Transportations Auditory Mdcp Services I Special Transportations Rolling Services Rolling Servi	on English visoblinches Trans do Texas	stion of the state	ion:	daily	weekly  winselor  ces  racurri  eference  mathem  writin  social  science  science  yes,  t.	other	active	ities t (IA) no st ad usst ad usst ad Ge GE GE	As/III to to for the control of the	Ted  Weeks  Yas): ake reafered f t's gra in all stration ille o kual ad  Te:  Te:	ding or this de plac areas areas r large ministr  DX st	cementate privation
Honitoring of progress in general food of Gene	on Et out of the visit of the v	stioned at a second at a secon	ion:	daily	weekly  waselor  ces  racurri  eference  e mathem  social  science  sas de  l respo  pretes  yes,  t.	a sulfice of studies o	active	ities t CIA noo st win noo st usst in GE	AS/II to of uden in the control of t	Ten	ding or this de plac areas areas areas areas areas areas brianter large	cementate privation

Scanned 2:12-cy-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 4 of 39

I. PLACEMENT D	ETERMINATION		
	nmittee determined that services provided et:		CODE
Cu	Mungham NAME OF SCHOOL CAMPUS	Homebound(01) Homebound(01) Homebound Class (02) Hesource Room (03) State School For The Mentally	B/C, Mild/Moderate, Reg. Campus (04) B/C, Severe Reg. Campus (05) D/f Home Campus (20) VAC (08) Residential Care & Treatment Facility (35) Meinstream (40)
byes □ no	This is the campus the student wo which cannot reasonably be provid	uld attend if not disabled. If NO, ided on the student's home campus.	dentify (list or describe) the services
byes D no	This is the campus which is as clos	se as possible to the student's hom	e. If NO, justify:
J. ASSURANCES			
Basis for na were de Basis for na were de Constant Consta	rmmittee assures that the decision to the based on deficiencies identified as a sticinal opportunities.  For assurance:  For a	or linguistically different student, is inglish language.  Inguage and English lormal and informal measures)	not based on criteria which
The ARD Commi	ttee assures that this student is bein tent appropriate to his/her overall ed	g educated with students his/her a	se who do not have disabilising to
cost. Fees norm	ssures that all instructional and relate ally charged to students without disa (i.e., art or laboratory fees).	ed services apacified in the IEP will billities or their parents, as part of	be provided to the student at no the general education program,
NOTE: INSERT	ARD/IEP SUPPLEMENTS AFTER	THIS PAGE, WHEN APPLICA	ABLE.
Region Day/R	lly/Auditorially Handicepped nal Day School for the Deaf esidential Placement and le Vi≋it Report ation	Extended Year Services Behavior Management Plan Health Care Plan Medically Fragile Vocational	Autistic  Minutes Page Notice of Refusal Transition Services Other

Scanned Jun 18. 2013 Filed on 01/26/15 in TXSD Page 5 of 39

	illied Juli				
		(,)		(1	Page of
			ARD MINUTES		
	Student's Name:	John Ramirez	D.O.B. 06 2984 D	)ate: <u>3-12-9</u> 6F	Recorder: 40. HWITE
	oue of	Members: See Sur cuteurs as to Outtentu	n Depart	dealth Haper	
R	Sehanioral it defficient His handica ysical: Hs. Hs. H ecommendat	the stay four pping condition flejandro is waiting tons : Maybe waiting	tion, he's we sed. He dold naffects all gon Hedicaid i orkon a state	heller u areas o Jouchers f mith 96 anior con	ith medication. I school or medication. -97 teachers track
<b>(</b>	Modification Nanage his	s: made to include a laborior. M	place his be	houior.	Tolean to
Į	E. P. ! Con	te: t mostery -	I. E. P. woo	develop	sed
A	ssessment: ssisstive Te AAS: Tak	ch: none le all areas in	r a small gro	υρ	
1	lacement.	who have fire	5r. for 96-9	) yr.	
$\Omega$	rent Concern	. Ms. Alejandro woul	d like totake p	rope steps	to keep John

Parent Concern: Ms. Alejandro would like to take proper steps to keep John here at cupin Seale for the rest of the school year because the has moved into Curninghan district. She will talk to pu. Peltz about staying for the rest of this schoolyear. This also avorried that he just took his last medication pill, to day.

Il members were in agreement with I. E.P. doveloped for John Ramirez

Scanned Jun 18, 2013 Filed on 01/26/15 in TXSD Page 6 of 39

#### K. SIGNATURE OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

SIGNATURE AND TITLE	SP. ED.	POSITION	AGREE	DISAGREE
* Sudafule Coleanor		Parent(s)/Adult Student	· ,	
Cynth - Den-		Administration		
M. Diane neins	1	Instruction	ر ا	
01		Instruction/Speech		
		Assessment <sup>1</sup>		
OTHER PARTICIPANTS				10013
		Representative of LPAC <sup>2</sup>		
3 Marie 11		Consultant/Chairperson		
**************************************		Vocational		
The second of th		Visual/Auditory		
		Counselor		
			The Difference of the Control of the	
100-100-100-100-100-100-100-100-100-100				

My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was discussed.

committee will reconvene on	atat	Place and Time	.3
agreed to a recess of not more the additional resource persons to ena a danger of physical harm to him	ble them to reach mutua	al agreement. This recess does not	apply if the student presents
☐ The members of this ARD com	mittee have not reached	mutual agreement. The school ha	as offered and the parent has
The committee mutually agreed	d to implement the prog	ram reflected in these proceedings	. OR:

Information explaining why mutual agreement has not been reached should be noted in the ARD minutes may be attached by the ARD meeting participants.

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public aducation (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public aducation (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public aducation (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public aducation (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public aducation (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public aducation (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public aducation (FAPE) to your child.

<sup>2</sup>LPAC representative is required at ARD of any student who is limited English proficient, <sup>3</sup>Include documentation concerning the reconvened ARD committee meeting.

6/95 ARD-9

Assessment personnel are required when assessment issues are included in the ARD Committee's deliberations.

Scanned 2:12-cy-00410, 20cument 31-129 Filed on 01/26/15 in TXSD Page 7 of 39

### CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

RECEIPT FOR EXPLANATION OF PROCEDURAL SAFEGUARDS
as Required by Individuals with Disabilities Education Act (IDEA) 34 Code of Federal Regulations-Part 300

STUDENT: LAST NAME JOHN	MI DATE OF BIRTH
Complete this section at the time of referral.	
This is to verify that I have received a copy of the Explanation of my rights throughout the child/student-centered education proces explained to me by:	ss. The procedural safeguards have been
M. Diane Trevino Dan of S. Name of District Employee Posi	Decral Ed. 3-12-96
I understand that my rights include the right:	
<ul> <li>To receive this and all other notices in the language I understan translation of such orally, in sign language, or in braille as appro</li> </ul>	d (primary language) or, if needed, a opriate.
• To answers from school personnel to additional questions I may	have.
My signature below indicates that I received a copy of the Explana specified and that I understand its contents.	ation of Procedural Safeguards on the date
(Signature of Parent/Guardian/Surrogate Parent/Adult Student)	3- 12- 8C (Date Signed)
M. Leliane Juras	3-12-96
(Signature of School Staff Providing Explanation)	(Date Signed)
(Signature of School Staff Providing Explanation)	(Signature of Interpreter [if used])

on these any questions, please feel free to cell the or	ereon below:
SCHOOL CONTACT PERSON	position 886 9359 E
lease check appropriate statement(e) below.	Ro: John Ramirez
will attend the meeting as scheduled.  I would like to attend the meeting, but cannot do so at the	Student
	The supported; please contact me at
I I will not be able to attend the meeting; please have it wit I will not be able to attend the meeting in person, but wor	thout me. I wish to be notified of the results of the meeting.
I will not be able to attend the meeting: places have it wit I will not be able to attend the meeting in person, but wor at the scheduled meeting.  I waive the required five school day waiting period between Meeting.	thout me. I wish to be notified of the results of the meeting, uld like to participate via telephone. Please contact me at an important me at an important me at an important me and the ARD Committee.

## **Scanned** 2:12-cy-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 9 of 39

Note: Whis form is not to be used for Initial ARD Annual Review Shortened Day AE/BI Placement Revenue to the state of the

ddress time changes in speech and related services here.

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

#### ARD/IEP SPECIAL REVIEW

Purpose of ARD: Course Change EYS (Only)

Other District Transfer			- 1						PLC		i
										9-	25-9
			_]	· ·					Da	ite of A	ARD Notifica
tuden (Last)	rez		An	hn		DOB	06	29,84 101	01	Date	of Mantin-
andicapping Condition	1 (1) (	H	(2)	Grade	(MI)		School /	Cennengh	100	00	117
e ARD committee is liberations of that me	meeting h	g to m	odify the	ARD committee report	dated		3-12	-96 g		and a	ssures tha
ASON FOR MEETING		Se		tale G	ran	re					
gnature of interpreter		-			0						
SSESSMENT REPORT		REL/	TED SER	VICES:	_				(C) 11		
VELOPMENT OF THE	: IEP						***				
Present competencie	s are ur	nchan	ged.								
Present competencie	s have	chang	jed as foli	ows:							
										-	******
a ARD committee rece	ommen	ds tha	it the stud	lent's IEP should remain	-						
y		20 1111	it life Stud	ient s IEP should remain	unchang	ed ex	cept for th	e following:			
								NEW	SCHEDUL	-	
DROP		TIME	•	ADD		TIME	•	COURSE	T	ווז ווז	MIS
COURSE/SERVICE	REG.	MOD (V)	SP. ED.	COURSE/SERVICE	REG.	MOD (V)	SP. ED.	1	REG.	MOD	SP. ED.
ience / History	,45	V		Science	46	V		Long At	+	M	-
ine Avts	90	V		History	148	V		mark	-	90	<del> </del>
		-		Fine Arb	40	ン		Alphil		45	+00 5
		-			-			Theotony		45	g = 01
TOTAL COURSE	135	V		TOTAL COURSE	135	V		0	10 h	45	7050
Indicate weekly or oti	har con	tact ti	me for re	Sted/other equipme	100			I bre acts		45	Sac 3
				stockouler PalAices					-	-	
								1070	-		-
lew IEPs have been de lew modifications have	eveloped	d for t	the course	s/services added above	(attache	i).		TOTAL	l:	-42	
lew IEPs have been de lew modifications have	eveloped e been d nt Plan i	d for t develo	the course oped for ti sen develo	es/services added above the courses added above oped (attached).	(attache (attache	i). i).:	.1	TOTAL	le .	40	
ew IEPs have been de	nt Plan I	has be	een deval	es/services added above he courses added above oped (attached).	(attache	i). i).:		, 2		130	

#### Document 31-129 Filed on 01/26/15 in TXSD Page 10 of 39 The ARD committee has determined that the student's placement will be: Instructional Arrangement 0 ( This placement continues to be in the least restrictive environment (LRE) appropriate for this Circle One: (AASABS student as stated in his/her previous ARD committee report. Exempt Modifications: Mathematics [ ] This placement is in a more restrictive [ ] I I use an interpreter ] Writing environment than that assigned in the ARD 1 1 I allow oral response Reading committee report noted above. An LRE l administer individually [ ] All areas supplement form has been completed (attached). ſl [ ] use Braille or larger print **+UPDATED TIME** POSITION SP. ED. SIGNATURE AGREE DISAGREE Reguler Parent/Guardian/Surrogate education 360 Perent/Adult Student Special aducation Administration Related/Other Services: Instruction Speech Instruction (SPEECH) Consultant/Chairperson Counselor Assessment A Health Counselor Auditory Related Services Rep. Vision. Vocational Teacher Music Th. Certified VH/AH Specialist MAO Special Education LPACT Transportation: \_ WI Total time for speech and all related services ▲When assessment data are considered When vocational programs are considered ₩When atudent is identified as VH/AH \*For limited English proficient students My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was discussed. Information explaining why mutual agreement has not been reached should be noted in the ARD minutes and may be attached by the ARD meeting participants. The committee mutually agreed to implement the program reflected in these proceedings. OR: The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider alternatives and/or gather additional resource persons to enable them to reach mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself or herself or others, or if the student has committed an expellable offense. The committee will reconvene on Place and Time four rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the listrict proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free

UPDATED DATA

New IA Code

New Program Type

Previous IA Code

OMPUTER DATA BY

New School Placement

# Scanned Jun 18, Document 31-129 Filed on 01/26/15 in TXSD Page 11 of 39

* MODS 114 SCHOOL YEAR 46-97	passing grade Bix-week repo only may be e failure is in lar	s in the rting pi kolude	riods.	netiodi, stude this rec	t eres i Inte wi Quirenz	for two th spee	conse	cutive	ole
The ARD committee has determined that the following modifications are necessary to				itructio	m.)	A	RD	)	
SPECIAL LANGUAGE PROGRAMS!  D Bilinoun 10 L CLYES D ESL END	ar transference (			. 0	/	15-	2-	96	/APA
REGULAR DISCIPLINE PLAN ASSISTIVE TECHNOLOGY A YES D NO Q NO		-1	3	Y	COM	4 000	GETTY S	Guzin	
O NO MODIFICATIONS NEEDED		/	X	3/1	9	12	Y		//
CI Exempt from Essential Elements - grades based upon IEP progress		do	S	7 y		N. C		"	
ALTER ASSIGNMENTS BY PROVIDING:	/-	A)	1	7/8	35/1	λy	7	1	
Reduced assignments	T	10	0		1			-	ĺ
Taped scrignments		1	T		1	1			1
Extra time for completing assignments	V	1	V	1	10	-	1		1
Opportunity to respond orally	, S		T				1		1
Task analysis of assignments			1	- (4			1		1
Special projects in lieu of assignments					1				ì
Other: ADAPT INSTRUCTION BY PROVIDING:									]
Short instructions (1 or 2 steps)		T	T	T	1	T	T		}
Opportunity to repeat and explain instructions			1		1		-		1
incouragement to verbelize staps needed to complete assignment/task						$\vdash$			1
Opportunity to write instructions									-
Assignment notebooks								-	
Visual aids (pictures, flash cards, etc.)					1				
Auditory aids (cues, tapes, etc.)							-	-	
Instructional aids									
Extre time for oral response									161
Exams of reduced length	-	1	V	~	7				
Oral exams									
Open book exams									
Study carrel for independent work					W V				
Frequent feedback	V	V	W	L	V	~			*
Alter grade distribution									
Minimal auditory distractions					-				
Leave dass for CMC assistance	V	V	V	V					
Peer tutoring/paired working arrangement		- 1							
Opportunity for student to dictate themes, information, enswers on tape or to others				7.			-		
Other:		2							- Sar
1 Use repeated drill/review 1 1 Use sign language TUse various modelit	ies IIA	ljustma	nts for	misars	ículatio	one in r	espans	de .	

6/95 ARD-3

cial language programs are required for all students who are limited English proficient.

# Scanned 2:12-cv-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 12 of 39

Peer to read materials for emphasis	/-0/	7	V			1:17	1	//
	-		_ i	Y	- <del>Y</del>	7	-	-1
Highlighted materials for emphasis		_	-		-	$\rightarrow$		
		-	-			$\dashv$	-+	
Altered format of materials			_	-				
Study aids/manipulatives		-	-			-		-
ESL materials				_	_	_		
Large print materials								
Braille materials					-			
Color transparancies								
Other:								
and the facility of the facili								
Other: MANAGE BEHAVIOR BY PROVIDING:								
Clearly defined limits	V	V	V	V	V	~		
Frequent reminders of rules	V	V	V		10	1		
Positive reinforcement	U	V	V	1				
	1	-	V	V	V	V		
Frequent eye contact/proximity control								
Frequent breaks		レ			~	L	7	
Private discussion regarding behavior	1	-1/	11	7	1/	V		
In-class timeout	1			-		-		
Opportunity to help teacher	-				-	-	-	-
Sast near the teacher	1					-	-	
Supervision during transition activities	-					-		
Implementation of behavior contract						-		1
Other:						1	1	
REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY:	1	مسسا	$\overline{}$	1	F	100	1	<u> </u>
Access to aquipment	/			-		-	-	
Augmentative communication device	-			-	_	-	1	
Calculators						-	-	4
Interpretor						_	1	
Plote taker/note taking paper	1					1	_	
Ward processors							_	
Other:	T							
							1	
Other:  Crincion referenced assessment (TAAS/ITBS)*:  will take nothernatics will take reading exempt in all will take writing not affered for this student's will take scient grade placement  Madifications as defined in test administration materials:  allow oral response use interpreter use braile or large print incompany.	uce					take s	ocial st	Udies (S) (D)

# Scanned 2:13-cv-00410, Document 31-129 Filed on 01/26/15 in TXSD Page 13 of 39

	And a standard and a state of the state of t	
	1	and the same of th
4 20.79		*
DATE SENTIMAILED		
0-75-01	CORPUS CHRISTI INC	PEPENDENT SCHOOL DISTRICT
1 0/2 14	COMPL	JS CHRISTI, TEXAS
NOTICE NOTICE		
E: STUDENT John	ADMISSION, REVIEW	AND DISMISSAL (ARD) COMMITTEE MEETING
7	1 ameres	SCHOOL Charles of
VITATION TO MEETING	0	- The state of the
artend this meeting, at your involvement in	on, Review, and Dismissat (ARD)	Committee meeting to discuss educational programming for your child. We encourage y
ATE 1172-46 TIME 11/10 PLACE	in important part of your child's	ducation.
ATE LLE TY TIME //// PLACE_	Cuminghe	tm all.
hock (V) all appropriate apaces:		ROOM Office
The Purpose of this meeting is to:		
☐ Discuss, at your request, any advectional of initiate special advection services if your all	or related service not proposed he	llow Donated to
initiate special education services if your old Review your child's program (including res	ild meets eligibility criterie	
Review Assessment	unts of any new evaluations)	Develop and/or review the Individual Educational Plan (IEP) for your child
Other (specify)	8	Consider extended year services
This action is seen at	2	Discuss placement
This action is proposed because:	houl	service out
ptions considered before convening this mes	Conflicance	e will selle of the
Extra Time for Work Completion		recognite
Add/Drop Related Services	Preferential Se	eating seasons are seasons and a
Compensatory Education	Oral Teets	- Paravior Management Stratagiae
Perent Conferences	Counseling	Modified or Shortened Assignments Add Vocational Classes
Change Modifications	ISS	Continue Current Program
Incresse/Decrease Special Education Time	Bilinguel/ESL	Tutoring
General Education	504 Programe	Other
provision of any educational or related service	not proposed for discussion in the	nis notics will be discussed at your request (describe if applicable).
ok (√) all appropriate boxes.		will be discussed at your request idescribe if applicable).
ne following persons have been seked to atten	d the meeting:	The following and the state of
Parent/Guardian/Surrogate Parent/Adult Stud-		The following evaluation procedures, tests, records or reports will be reviewed and discussed:
	ent Speech Pathologist	
School Administrator	Counselor  Student	Comprehensive Individual Assessment (e.g., language, physical,
Special Education Representation	D LPAC Representative	
Adult Service Apency Representative	☐ Vocational	
Special Education Assessment Staff Other (first):	Representative	
Object (and):		Classroom Observation Reports/Teacher Reports Independent Evaluation Reports  Independent Evaluation Reports
		Perent Information
11		Other (liet):
		(i)
factors relevant to this ARD committee meeti-	ng (describe if applicable)	
inhle were available of a		
ed a full explanation of all passed in your child	was initially referred for special ac	ducation assessment. Federal regulations require that parents and adult students be
entification, evaluation or advertised a	In your native language or other r	mode of communication each time the district that parents and adult students be
EDURAL SAFEGUAROS has been and	or your child or the provision o	ducation sessement. Federal regulations require that parents and adult students be mode of communication each time the district proposes or refuses to initiate or change of a free appropriate public advocation (FAPE) to your child. A full EXPLANATION OF
uestions regarding these safeguards, please fa	el franto cult 994 2500	by Con of the your child. A full EXPLANATION OF
A CONTRACTOR OF THE PARTY OF TH	FOR SCHOOL	USE ONLY
Copy Parent Copy Valland Daniel	, 01, 0011001	L USE UNLT
Admy and file in aligibility to the same	cument reasonable attempts to sol	hedule meeting a agreed time. Attach yellow copy to ARD/JEP /Initial, Annual, Special
State Torger, Herning	ider was sent on 1-3/-16	Telephone call made on
Mara mendanaha ang akanaha at ili		
e educational needs.	ve Individual Assessment which de	secribed the evaluation procedures and tests which would be used to determine your
		procedures and teets which would be used to determine your
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	DETACH HEBE	The second of th
The second secon	The state of the s	The state of the s

ou herp any quantions, please feel from to call the contact person		36-1100 15
I will attend the meeting se scheduled.	Person Living to the second to	TELEPHONE
to account the account the title acting in person, but would in	IKS 10 DBITICIDATA VIR telephone Plance contact as as	
	Me.	¥
I waive the required five school day waiting period between No. I waive the required 30 day waiting period between Notice of t	ne, lotice of the ARD Committee Meeting and the ARD Committee Meeting, the ITP meeting and the ITP meeting,	

## Scanned 2:12-cv-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 15 of 39

information in this document are required by law.

# CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE MEETING

(IAdmination Official (IDismination

2-25-97 ARD NOTIFICATION DATE 3-5-47
DATE OF MEETING

- 1	Please Print				
. 4	Komirez	John		0115	
	STUDENT LAST NAME	FIRST	- Adl	9665114 ID NUMBER	M F
	DATE OF BIRTH	sham n	n.S.	ID NOMBER	m 041
	SCI	10gr		GRADE/PR	
	An interpreter was used to assist yes no communication	St in conducting the man	tion of hemm		
	yes no communication	we democeting the titles	ung. If YES, specify	language or other mo	de of
	A. REVIEW OF ASSESSMENT DATA (check (	/) if applicable)			
	Comprehensive individual assessment	1-9-95			
	☐ Assessment(s) for related services. Specif	iy:	DATE(S) OF RE	PORT(S)	
	Assistive technology addressed in manual	assessment re	port(s) dated	Recommended:	O yes E'no (ARD 3)
	□ Vocational assessment report date			#1	
"الهيزال	Other Assessment			3	26
	☐ Information from the student's Individual Tr	ansition Plan dead.			
	☐ Information from the Language Proficiency / ☐ Records from other school districts	Assessment Committee			
	Records from other school districts	- and the Committee -			
	☐ Records from other school districts ☐ Information from parents/student ☐ Information from school pursonnel				
	☐ Information from school personnel☐☐ Information/records from other agencies or r				
		7 (10331011d13			
	Dyes One Additional assessment is needed	l. Timeline for completion	n		
1	Based on the assessment data reviewed, the A	applicable).			**************************************
	as means enginity entena 10s.	7	•		
	[] learning disability [] spe	ech impairment	emotionally dis	not unboard	
	mental retardation 🔲 auti	ism	Other health in	nnairment •	
	O orthopedic impairment:  trau	imatic brain injury	multiple disabil	lities	
	☐ visual impairment ☐ audi	itory impairment	☐ deaf-blind	THE THE THE THE	
C	C. DISABILITY/DISABILITIES				
	Assigned by ARD Committee / The	Idealth	Anna.	~	
	(A disability should be noted here only if specia	al education services are	to be provided Soo	ARD-21	
	410			· · · · · · · · · · · · · · · · · · ·	

White - eligibility folder

Pink - counselor

Yellow - teacher

Goldenrod - parent copy

1/96 ARD-1

Scan	Case 2:12-cv-00 TEO JUN D. DEVELOPMENT OF	18 /	Cument 31-129		6/15 in TXSD	Page 16 of 39
	Dyes 🗆 no		. )		on each current IEP.	(Applicable to all but initial ARD
van. b	Yelent Competencies:					
P	<u>Thysical</u> , as it affects pa	articipation in	instructional settings a	and physical educati	on Dr	Installens.
1						
M	leclication/Health Care	Auto	this Wong.	Am / 11	Ima no	
ε	yes 🗆 no	The student general educ	is capable of receiving cation program without	instruction in the		physical education through the
Be	phavioral ac is elf					The second secon
360	thavioral, as it affects e	ducational pl	acement, programming	, or discipline	anystive,	demanding
_	of the same	ence c	would !	and of	of task	
0	lyes 🗆 no	The student	is capable of following	the Student code o	f Conduct without m	nodification. If no, complete
Pre	dultional Vocational			ALL DESCRIPTIONS OF THE PARTY O	NU DIVIP   & 2].	
Aca	ademic/Developmental	lorade or ane	lougle ele	19	22)	× × × × × ×
_0	a selection	10	alla Act	céptable)	g Culs &	Hemmarine
a	imported !	Denten	on mary	2 chis a	elals u	ullo
G	morehad	2 MIL	in last	source	Menle	in equations
Indic	cate content areas in w	hich the stud	ent's disability significa	antly interferes with	his/her ability to me	et regular academic mastery
	ices for which the stud					The state of the s
1	☐ Compensatory e☐ Bilingual educati	ducation	☐ Tutorials/academic ☐ Transition services ☐ Vocational educati	remediation	☐ General-Educat ☐ Other:	
The /	ARD Committee agrees	that the stur	lent			
	19 Needs and will re	eceive social	Ladvanaina	services for the following	owing reasons:	
	GEO.	-				
<sup>1</sup> Include	s consideration of occupation	nel training needs	for students at or before en	try into high school or b	y age 14.	
			INSERT IEP SHE	ETS AFTER THIS PAGE		
	INDICATE NUM	IBER OF PAGES	OF EACH IEP: R 2-Sp	Voc OT PT	VS MT OM F	1/96 ARD-2

e 2:12-cv-00418 Document 31-129 Filed on 01/26/15 in TXSD Page 17 of 39

CORFUS CHRISTI I.S.D. STUDENT 1.E.P.

APPROVED BT A.R.D. COMMITTEE: 3

STUDENT NAME: JOHN RAMIREZ

SCHOOL: WYNN SEALE

COURSE TITLE: MAINSTREAMED CLASSES

EVALUATOR/TEACHER: Special Education

1.E.P. DATE: 3-4-94

1.E.P. DURATION: 8-14-96 to 5-22-97

CONSIDERATIONS: 1-NO ENTRIES WILL BE MADE FOR OBJECTIVES UNTIL STARTED. 2-ANTICIPATED LEVELS OF MASTERY FOR OBJECTIVES WILL BE INDICATED IN THE COLUMN LABELED 'ANT.(%) MASTERY'. 3-FINAL LEVELS OF ACHIEVEMENT FOR OBJECTIVES WILL BE INDICATED IN THE COLUMN LABELED 'FINAL (%) ACH. '. 4-OBJECTIVES ARE STATED IN MORE SPECIFIC BEHAVIORAL TERMS IN THE CLASS TEXTS. SCHOOL SOLL OF LEAST annually THE CLASS TEXTS. SCHE SCHEDULG OF FRACIATIONS WILL BE CONCAPRENT

EVALUATION METHODS: 1-BRIGANCE, 2-C.L.A.S.S., 3-OBSERVATIONS, 4-DAILY RECORDS, 5-WORK SAMPLES, 6-OTHER ( PARCELED)

regent

CLASS CODES

GOALS AND **OBJECTIVES** 

START DATE

ANT.(%) EVAL. MASTERY METHOD

(%)ACH. DATE

ANNUAL GOAL:

THE STUDENT WILL DEMONSTRATE MEASURABLE

PROGRESS TOWARDS TASK COMPLETION.

PH<sub>2</sub>

HANDS IN HOMEWORK ASSIGNMENTS ON TIME.

PH9 MAINTAINS PASSING GRADES IN MAINSTREAMED CLASSES.

8147 80% 3,6 10090 3/47

(JOHN RANIREZ)

()

### Scanned 2:13 cv-00418, Document 31-129 Filed on 01/26/15 in TXSD Page 18 of 39

CORFUS CHRISTI I.S.D. STUDENT I.E.P.

APPROVED BY A.R.D. COMMITTEE: 3-5-97

STUDENT NAME: JOHN RAMIREZ

SCHOOL: CUNNINGHAM MIDDLE SCHOOL

COURSE TITLE: RESULAR MODIFIED

CONTACT TEACHER: SPECIAL ED TEACHER

I.E.P. DATE: 01-28-97 DRAFT (R

I.E.P. DURATION: 08-13-97 TO 05-21-98

COASIDERATIONS: 1-NO ENTRIES WILL BE MADE FOR OBJECTIVES UNTIL STARTED. 2-ANTICIPATED LEVELS OF MASTERY FOR OBJECTIVES WILL BE INDICATED IN THE COLUMN LAEELED 'ANT. (%) MASTERY'. 3-FINAL LEVELS OF ACHIEVEMENT FOR OBJECTIVES WILL BE INDICATED IN THE COLUMN LABELED 'FINAL (%) ACH.'. 4-DBJECTIVES ARE STATED IN MORE SPECIFIC BEHAVIORAL TERMS IN THE 'CLASS' TEXTS. 5-THE SCHEDULE OF EVALUATIONS WILL BE CONGURRENT WITH SIX WEEK REPORTING PERIODS. At least annually

EVALUATION METHODS: 1-C.L.A.S.S., 2-OBSERVATIONS, 3-DAILY RECORDS, 4-WORK SAMPLES, 5-DTHER OUPCOLCODE

CLASS CODES

GOALS AND OBJECTIVES

START DATE

ANT. (%) EVAL. FINAL COMP. MASTERY METHOD (%) ACH. DATE

ANNUAL SOAL:

THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARDS TASK COMPLETION.

PH6

REMAINS ON TASK WHEN

OTHERS RECEIVE ATTENTION.

PH8

BUDGETS TIME TO COMPLETE A SEQUENCE OF TASKS.

PH9

MAINTAINS PASSING GRADES IN MAINSTREAMED CLASSES.

(JOHN RAMIREZ)

(01-28-97 DRAFT)

Scanne	asa 2:12-cv-00418, 20cuma	nt 31-129 Filed on 01/20	6/15	in T	XS	D I	Page	∋ 19	of 39	9
	E. INSTRUCTIONAL MODIFICATIO	SUPPORTS DETERMINED BY AM	D CON	ABALT -	- F					
х Ц	John Ramire	2 966511 ID NUMBER	1	AMAILE 1	SCI	100L Y	EAR_	77	. 91	8
the little of	The ARD committee has determined	that the following modifications are	. Deces	saru f	or th	o = t	Ja-a 4			
	Bilingual Q ESL	BEHAVIOR MANAGEMENT PLAN  VES 10 NO	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Suly 1	OF (II	e stud	i inec	) SUCÇ	eed.	
	REDULAR DISCIPLINE FLAN	ASSISTIVE TECHNOLOGY  YES NO			,-		GOAL	& OBJE	CTIVE	ривлес
	O NO MODIFICATIONS NEEDED		,	N. C.	W.		A LONG			//
Ñ	ADDRESS ACADEMIC STANDARDS:		/	1	N	N	D	RI	Y	/ ,
	Modifications of requisite skills and knowledge	ge for academic performance standards	IV	YU	1/4	1/L	#	7	7-	1-1
	Exempt from Academic Standards/Essential E	Elements - grades based upon 160	-	+-	+	+	+	-		-
	ALTER ASSIGNMENTS BY PROVIDING:	grand sused apon ter prograss		1_	_1_				1	
	Reduced assignments			1	_	J.			-	
	Taped assignments		1	1-	1-	16	1-	10		
	Extra time for completing assignments			1	-	_	_			
	Opportunity to respond orally		-	_	-	-				
				1_	1_	_	1			
	Task analysis of assignments									
	Special projects in lieu of assignments									
	Other (see IEP for appropriate level of Academ	ic Standards):			$\Gamma$		1			
Lift MANA Sound	ADAPT INSTRUCTION BY PROVIDING:		= :			-		1		
4 Billion	Short instructions (1 or 2 steps)				T	T	1			
	Opportunity to repeat and explain instructions		1							
	Encouragement to verbalize steps needed to co	omplete assignment/task	IV	V	V	V	V			-
	Opportunity to write instructions		1	-	-	1-	1		-+	
	Assignment notebooks			-	-	-	-			
	Visual aids (pictures, flash cards, etc.)		+	-	-	-	-			_
	Auditory sids (cues, tapes, etc.)		1-	-	-	-		-1		
	Instructional aids		1-1		-			-		_
	Extra time for oral response		-					-		
	Exams of reduced length		-			_				
	Oral exams		1	4	V	~				
	Open book exams		$\vdash$							
	Study carrel for independent work		$\vdash$	-						
	Frequent feedback									
			V		/	1	-	1		
	Alter grade distribution (if District scoring guideling	nes are not appropriate)								7
i	Minimal auditory distractions								$\neg$	
1	Leave class for CMC assistance		1	1	71	1			-	$\dashv$
	Peer tutoring/paired working arrangement					1	+	+		-
ļ	Opportunity for student to dictate themes, inform	ation, answers on tape or to others		-	-	+	-	-		-{
	Others	/	-		+		-		-	-
400	[] Use repeated drilt/review/	quage 1 /15- under		1				_ f_		1

Lyusa various modalities

[] Use sign language

11 Adjustments for misarticulations in responses

<sup>&#</sup>x27;Special language programs are required for all students who are limited English proficient.

r	Case 2:12-cv-00410, Document 31-129 F	-lied on	01/2	(6/±	o IN	IX	SD	Pa	ge 20	) OT
	-				(					Y
	John Rorning School YEAR 97.	98 98	ntinued	/	/ W	\ \\\\		N. E 00	W.	SSUB 1/
	ADAPT MATERIALS BY PROVIDING:		,	Ã0			YW			/
	Pier to read materials		-/	8	7	M	11	<u>y</u>	7_	4
	Highlighted materials for emphasis			+	-	+	-			
	Altered format of materials			-	+-	+	_	_		
	Study aids/manipulatives		-	+	1	+	1	1		
	ESI. materials			-	-	1	1			
	Large print materials		+	+	_	_	1			
	Braille meterials		+	-	-	-				
	Color transparencies		+-	-	1	1	1_			
	Other:		-	_						
	Other: MANAGE BEHAVIOR BY PROVIDING:		+	-	-	-	-			
	Closely defined limits						_			
	Frequent reminders of rules		1	V	V	1	1	1		
1	Pos. tive reinforcement		1_							
1	Fraquent eye contact/proximity control		1/	V	_/	1	/	1		
	Frequent breaks									
	Privinte discussion regarding behavior									
ſ	In-class timeout		1	/	1	1	1	V		
I	Opportunity to help teacher									
Ī	Seat new the teacher									
Г	Supervision during transition activities									
	Implementation of behavior contract									7
-	Other:									7
RE	QUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY:									7
	ccess to equipment			-						
A	augmentative communication device				+	1	1			
¢	alculatora		-	-	-	-	4			
Ir	terpreter		-1	4	1					
N	ote taker/note taking paper		-	_						
	ord processors									1
01	her;									
Oc	her:									1
To.	rion referenced assessment (TAAS/I/BS)									
2	will take mathematics will take reading will take writing net offered for this student's will fications as defined in test administration materials:	npt in all ereas take science			_	Wil	take	social st	udies	4

Until Spanish TAAS tests are available, LEP students exempt from the English TAAS must be tristed with alternate measures of accountability.

6/95 ARD-4

# Scanned 2:12-cv-00410, Document 31-129 Filed on 01/26/15 in TXSD Page 21 of 39

		ALTERNATIVE							
identi the sp	fy speci pace ne:	ial education al xt to all to that	ternatives and sup apply:	plementary aids an	d services	provided, trie	d, or considered	f. Place the l	key letter (p, t, c)
3	Modi curric and/c vocat instru Speci Title Tutor Englis	properties of the properties o	peral education and on testing proceduring rigements (including and nontraditions ris) applementary aids	ures, ng al	9	Assistive tectop table) Resource cla Self-containe Separate spe Nonpublic da Residential p Content Mas	education progrehnology (e.g., assroom ed classroom ecial education sy school placed lacement	communicati	on devices, slant
Itern D. Uz		Succe	Results of Effa	vrts		Other:	not successful,	provide reas	on(s)
				· · · · · · · · · · · · · · · · · · ·					
1/2000000									
			ST RESTRICTIVE E	ENVIRONMENT	***				**************************************
1. C	Bas ned stud	e either a or b: sed on ARD co essary to impli dent receive all ed on ARD co essary to impli	mmittee review o	f assessment data to of the IEP, and pervices in the general assessment data, of the IEP, and prior and services in	al education	on setting. Go	to Considerations to Considerations to Consideration to Consideration to Construct the Construction the Construc	on of Harmfu	nmends that this Effects, ARD-6.
1. C a. b.	Bas nec studies studies for (2) (1) Reny	e either a or b: sed on ARD co- sessary to impli- dent receive all ed on ARD co- essary to impli- set on the co- sessary to impli- set on ARD co- set on ARD	mmittee review of the content instruction and seminitee review of the content the content of all of instructions and Education Clause general education ough supplement.	f assessment data tof the IEP, and pervices in the general assessment data, of the IEP, and prion and services in services in the IEP, and prion and services in the IEP, and prior a	new IEP revious eff a special e	goals and obj forts/considera aducation instruction instruction	to Consideration to Considerations, the comuctions, the comuctional setting	on of Harmfu ctional modif mittee recon . Complete	nmends that this if Effects, ARD-6. ications/supports imends that this (3) and either (1) eves contained in
1. C a. b.	Bas ned student (1) Reny	e either a or b: sed on ARD co- sessary to impli- dent receive all ed on ARD co- essary to impli- lent receive pa- 2) below: noval from Gan Placement in the IEP even ti The modificating	mmittee review of the content instruction and seminitee review of the content of all of instructions and Education Classes general education ough supplement ons required for the classroom with	of assessment data t of the IEP, and p privices in the general f assessment data, of the IEP, and prion and services in assroom on classroom prohile ary aids and services to student to achieve	al education new IEP revious effa a special effa a special effa a special effa a second new IEP revious effa effa effa effa effa effa effa eff	goals and objection and objection instruction in the instru	to Consideration to Considerations, the comuctions, the comuctional setting the goal was in the IEP che regular curries	on of Harmfu ctional modif mittee recon . Complete s and objecti annot be im-	nmends that this if Effects, ARD-6. ications/supports mends that this (3) and either (1) ves contained in the (1)
1. C a. b.	Bassnec student (1) Rem	e either a or b: sed on ARD co- sessary to impledent receive all ed on ARD co- essary to impledent receive paid below: noval from Gen Placement in the IEP even the The modification general educat implementing the academic instru-	mmittee review of the content instruction and seminitee review of the content that of instruction all of instructions are general educational supplementations required for the classroom with the student's behalf of the content of t	of assessment data to of the IEP, and pervices in the general assessment data, of the IEP, and prices in and services in an assessment prohibitary aids and service student to achieve the student activities.	new IEP revious effa a special e bits the stress are use sential cor	goals and objection acids and objection instruction instruction instruction instruction instruction acids.	to Consideration to Considerations, the comuctions, the comuctional setting the goal was in the IEP content of the regular curricularity would not be to content to the regular curricularity would not be to content to con	on of Harmfu ctional modif mittee recon c. Complete is and objecti annot be imp culum/activity ot benefit sa	nmends that this is Effects, ARD-6. ications/supports imends that this is and either (1) eves contained in the idemented in the itisfactorily from
1. C a. b.	Bas ned student (1) Reny	e either a or b: sed on ARD co- sessary to implied and receive all ed on ARD co- essary to implied and receive pa- 2) below: noval from Gan Placement in the IEP even to The modification general education implementing the academic instru- The student ne	mmittee review of the content instruction and seminated review of the content of	f assessment data to of the IEP, and parvices in the general assessment data, of the IEP, and prior and services in an and services in arry aids and service at a student to achieve the student to achieve th	new IEP revious effa special e bits the stress are use ve the goa sential cor blan means benefit fr	goals and objection acid.  Is and objection ponents of the that other street.	to Consideration to Considerations, the competitions, the compuctional setting the goal was in the IEP computers would not education pro-	ctional modification of Harmful ctional modification of the modification of the complete of th	nmends that this is Effects, ARD-6. ications/supports imends that this is and either (1) eves contained in the idemented in the itisfactorily from

ARD-5

Scanned 2:12-cv-00419, Document 31-129 Filed on 01/26/15 in TXSD Page 22 of 39

(2) R	emoval from General Educa	ation Campus (to a Separate Cam)	
۵	Services and/or therapie	s in the student's IEP cannot be p	rovided on the general education campus
0	The behavior manageme	nt plan contained in the student's	IEP cannot be implemented on a general education campu
D	The student's behavior is	so dangerous that it cannot be cor	ntrolled without intense supervision and a closed environmen
D	The student had a previous	USIV unsuccessful alassa	
	service goals and objective campus,	res and modification/support service	a general campus. If selected, list instructional and relate ses that address returning the student to the general education
(3) <b>O</b> p	portunity to Participate		
In (	removing this student from	n the general education classroom	π or general education campus, will the student have the
орр	ortunity to participate with	students without disabilities in all	n or general education campus, will the student have the inonacademic and extracurricular activities? Over DNe
If N	o, describe the nonacademi	C and extracurricular maticials	ribinational and extracurricular activities?    Wes    No
_	• • •	o and extraconnectial activities in v	which the student will not have an opportunity to participate
0	Meals Field trips	Yearbook/newspaper	General education routines (homeroom
	Fund raising activities	Recess periods	assignments, lockers, study hall
	Regular transportation	Choral group/debate	class changes, social)
0	Sports/cheerleading	□ Assemblies	D Other
D	Student council	☐ Band ☐ Graduation exercises	
		- Graduation exercises	O Other:
_		fects (Complete this section for al	is unable to participate:
In removing potential had check the p classroom	this student from the ger	neral education classroom or gener	ral education campus, place a check to indicate below the of services which the student with disabilities needs. Also he student with disabilities is placed in the general education
ON STUDE	NT WITH DISABILITY		HARMFUL EFFECTS
			ON STUDENTS WITHOUT DISABILITIES
CI Decrease	d access to		
specialize	d services (e.g.,		Decreased student self-esteem
materials	, personnel,		□ Increased safety concerns □ Increased distraction
Decrease.	modifications) d student self-esteem		Increased student frustration
□ Increased	safety concerns		None anticipated
□ Increased	distractions		□ Other_
D Increased	student frustration		Other
Stigmatiza	ation		
D Kolation 1	rom peers		
None anti-	cipated		
U Other			
a Other	****		

Scanned<sup>2:13-cv-00418</sup>, Decument 31-129 Filed on 01/26/15 in TXSD Page 23 of 39

[ Camerez			0	bn				061	2.9	18	4
STUDENT LAST NAME		FIR				H		TE OF			
H. SCHEDULE OF SERVICES	Duration	of se	ervice	10 8	-13.	97.		-			1
7197 - 111 -		-				1 1 20	7.	F	_10fo	r grade	e
	Funct.	GEN	ED	Specia	l Progr.	(Canda			EMESTE	1	
COURSE/CURRICULUM AREA	Grade Level Y	Mod es No	.1	LEC Tim	e <u>Petern</u>	ined By	Mod Yes N	N Ed	IEd tie	ne Dete	ermir Ed S
Lang Outs	V	/	90	1	1					1	
matt.		/	90	4	1					-	+
U. S. Wester	1	1	45		1		-			<del></del>	
Sugare	1	7	45	2	1			-	j <sup>2</sup>	-	4
Ste Bed			/	1	1			Fo	and	-	
CETO		1	-11	V	-		-				
			45							-	$\perp$
Vocational Education			7				-			-	-
AC		+					-				
TOTAL MINUTES PER DAY			2/4		للحا						
f times vary from requiremen			360		<u></u>						
Method(s) Report Cards chedule for evaluating progre	Progress I	al Ed Report	da truct Teach sC ation	ifly ion: erCo conferen in ext	weekly _ unselor ces _ 0 racurric	3 wks Other ther ular ac	V6 N	ks 5: _3	Other_ Lyfy weeks	_6 we	eks
continuing of progress in general/Special Person(s) responsible Pau Method(s) Report Cards Chedule for evaluating progressible Pau Method(s) Report Cards Chedule for evaluating progressible Pau Method(s) Report Cards Chedule for evaluating progressible Pau Method(s) Revices / Pau Method(s) Pau Method(s) Revices / Pau Method(s) Pau Metho	Progress i	el Ed Report rticip	Teach s _C ation Crite wi	erCo conferen in ext rion re il take il take il take	unselor ces 0 racurric ferenced mathema writing social	Otherular ac	tivitie	s: _3	weeks  RS): ke reacered for	ling c this	
Method(s) Report Cards Chedule for evaluating progre CLATED/OTHER SERVICES TIME ACTION HOLD Services ACTION HOLD SERVICES ( ACTION HOLD S	Progress I	al Ed Report rticip	Teach s _ Crite crite wi wi wi Modif	rion rett take to take take take take take take take take	unselor ces ces racurric ferenced mathema	Otherular ac	tivitie	s: _3  AAS/IVI  itt tal  ot offet  cempt in  heinist  e brai	weeks RS): ke reacered for	ling or this e plac areas	iets
Method(s) Report Cards Method(s) Report Cards Chedule for evaluating progre CLATED/OTHER SERVICES TIME Additory Hotop Services LATED/OTHER SERVICES LATED/OT	ra Special Progress (ess for particular)	al Ed Report rticip	Teach s _ Crite crite wi wi wi Modif	rion re- ll take ll take ll take ll take ll take ll take cations low oral	unselor ces 0 racurric ferenced mathema writing social science as def respons	Other ular ac assessitics studies ined in	tivitie	s: _3  AAS/IVI  itt tal  ot offet  cempt in  heinist  e brai	weeks  AS): ke reacered for a gradin all traition	ling or this e plac areas	ials
Person(s) responsible Pai Method(s) Report Cards Checkule for evaluating progre CLATED/DIMER SERVICES TIME CONTROL Hold Services / LATED/DIMER SERVICES TIME CLATED/DIMER SERVICES / SIGN SPECIAL Transportation  No. No.	Progress in the second	al Ed Report rticip	Teaches Crites Crites Will Will Will Will Will Will Will Wil	rion re- ll take ll take ll take ll take ll take ll take cations low oral	unselor  ces 0  racurric  ferenced  mathema writing social science as def responsereter  yes, Re	Other ular ac assessitics studies ined in	tivitie	s: _3  AAS/IVI  itt tal  ot offet  cempt in  heinist  e brai	weeks  AS): ke reacered for a gradin all traition	ling or this e plac areas	iets
Method(s) Report Cards Method(s) Report Cards Hethod(s) Revices Hethod(s) Report Cards Hethod(s) Re	Progress in the second	al Ed Report rticip M* L 0 Yes ttache	Teaches	er _Co onferen in ext rion re il take il take il take il take ications cow oral e interpret: lo If oplement	unselor ces 0 racurric ferenced mathema writing science as def responserer yes, Re	Other ular ac assessatics studies studies ined in	tivitie	s: _3  AAS/IVI  itt tal  ot offet  cempt in  heinist  e brai	weeks  AS): ke reacered for a gradin all traition	ling or this e plac areas	ials
Method(s) Report Cards Method(s) Report Cards Chedule for evaluating progre Chedule for evaluating Che	Progress in the second	O Yes	TeachesCrite ation Crite wi wi ModiffAlloth cd sup	er _Coonferen in ext rion re il take il take il take il take il take ications ow oral e interp ner:IN	unselor  ces 0  recurric  ferenced mathema writing social science as def respon reter  yes, Re He	Other ther uter actions tics studies studies ined in se	tivitie	s: _3  AAS/IVI  itt tal  ot offet  cempt in  heinist  e brai	weeks  AS): ke reacered for a gradin all traition	ling r this e plac areas mater large inistr	iets
Method(s) Report Cards Method(s) Report Cards Shedule for evaluating progre Schedule for evaluating schedule Schedule for evaluation for schedule Special Transportation	EYS: see a Or  th visua( indness ha Texas Scho	O Yes ttache PI or au ave beiot for	Teaches Continued and Special	er _Co onferen in ext rion re il take il take il take il take il take interphen:ININ	unselor ces O recurric ferenced mathema writing social science as def respons reter  yes, Re IQ V	Other ther uler ac assessitics studies studies ined in se est Date dical Do Test	tivitie  no si citiest acceptation of the si citiest acceptation o	s: _3  MAS/ITI  Iti tal  ot offe  undent  compt  co	weeks  RS): ke reacered for a gradin all irration (le ornat acim	ling r this e plac areas mater large inistr	iets
Method(s) Report Cards Method(s) Report Cards Chedule for evaluating progre Capation Hereby Cupational Therapy	EYS: see a Or  th visua( indness ha Texas Scho	O Yes ttache PI or au ave beiot for	Teaches Continued and Special	er _Co onferen in ext rion re il take il take il take il take il take interphen:ININ	unselor ces 0 recurric ferenced mathema writing social science as def respons reter  yes, Re IQ V Acl	Other Puter ac  Insuessifics studies studies ined in se  iferral est Date dical Do Test P	tivitie	s: _3  MASS   IVI  III tal  ot off  cudent  empt  heinist  e brai  dividu	weeks  RS): ke reacered for a gradin all irration (le ornat acim	ling r this e plac areas mater large inistr	iets
Method(s) Report Cards Method(s) Report Cards Chedule for evaluating progre Counseling Calth Services Counseling Calth Services Counseling Counseling Calth Services Counseling Coun	EYS: see a Or  th visua( indness ha Texas Scho	O Yes ttache PI or au ave beiot for	Teaches Continued and Special	er _Co onferen in ext rion re il take il take il take il take il take interphen:ININ	unselor ces O recurric ferenced mathema writing social science as def respons reter  yes, Re IQ V	Other Phasessined in se  iferral st Date dical Date Test SS	tivitie  chivitie  chiviti	s: _3  AAS/ITI  It! tel  ot off  cudent:  cempt    heinist  ce braid  divid.	weeks  RS): ke reacered for a gradin all irration (le ornat acim	ling r this e plac areas mater large inistr	iets
Method(s) Report Cards Method(s) Report Cards Chedule for evaluating progre County Hdcp Services County Hdcp Se	EYS: see a Or  th visua( indness ha Texas Scho	O Yes ttache PI or au ave beiot for	Teaches Continued and Special	er _Co onferen in ext rion re il take il take il take il take il take interphen:ININ	unselor ces O recurric ferenced mathema writing social science as def respon reter  yes, Re IQ V Acl	other ther uler ac assessities studies studies ined in se act Date dical Date Test SS SS SS SS SS SS SS SS SS ST ST ST ST	tivitie	s: _3  MASS   IVI  III tal  ot off  cudent  empt  heinist  e brai  dilvidu	weeks  RS): ke reached for a grad in all iteration all administration and administration all administration are all administration and administration and administration are all administration and administration and administration are all administration and administration are all administration and administration and administration are all administration and administration and administration are all administration and administration administration and administration and administration administration administration and administration admi	ling r this e plac areas mater large inistr	ials
Method(s) Report Cards Method(s) Report Cards Chedule for evaluating progre Council for evaluating Calth Services Council for evaluating Council for evaluation Council for evalua	EYS: see a _OT  Data 1	O Yes	Teaches Continued and Special	er _Co onferen in ext rion re il take il take il take il take il take interphen:ININ	unselor  ces 0  recurric  ferenced  mathema  writing  social  science  as def  respons  reter  yes, Re  Iq  V  Acl  R  RC	other ther ular ac  assessitics studies studies ined in se  ferral est Date dical Date A. Test SS SS SS SS SS	tivitie  ent Gr  no se test ec in  Date  GE  GE	s: _3  MASS   ITI  It   tal  ot office  cudent  empt    heinist  e brai  dividu	weeks  RS): ke reached for a grad in all iteration all administration and administration all administration are all administration and administration and administration are all administration and administration and administration are all administration and administration are all administration and administration and administration are all administration and administration and administration are all administration and administration administration and administration and administration administration administration and administration admi	ling r this e plac areas meter large inistr	ials
Method(s) Report Cards Method(s) Report Cards Schedule for evaluating progreschedule for evaluations for the progreschedule for evaluations for succession for succession for formation and visually impairments or deaf/bl information about the formation and visually impairments:	EYS: see a _OT  Data 1	Report Pricip  N*  O Yes  Stacked  Or au  Or	Teach  Te	er _Co onferen in ext rion re il take il take il take il take il take interphen:ININ	unselor  ces 0  recurric  ferenced mathema writing social science as def respons reter  yes, Re  Iq  V  Acl  R  RC  WL	other ther ular ac  assessitics studies studies ined in se  ferral est Date dical Date A. Test SS SS SS SS SS	tivitie  ent Gr  nn se	s: _3  MASS   IVI  III tal  ot off  cudent  empt  ikainist  e brai  dividu	weeks  RS):  ke reached for a grad in all irration all acts  Test  Yest	ling r this e plac areas meter large inistr	ials primation

I. PL	ACEMENT	DETERMINATION			
	The co-	mmittee determined that service provided at:	9 \$	(PEIM	(ructional Arrangement) S CODE) _S/C, Mild/Moderate, Flag. Campus (0/l)
	Cu	mingham	m.S.	Hemebound(Q1)	S/C, Severe Reg. Campus (05)
		NAME OF SCHOOL CAMPUS		State School For The Mentally	Hesidential Care & Treatment Facility (35)
Cl yes	□ no	This is the campus the studer which cannot reasonably be p	it would attend it rovided on the si	Front disable de trans de	Mainstream (40) dentify (list or describe) the service
/					
D yes	D no	This is the campus which is as	close as possibl	e to the student's hom	e. If NO, justify:
	URANCES				***
1. Tr	10 ARD cor	nmittee assures that the decision	on to provide spe	cial education services:	:
	is not	based on deficiencies identified tional opportunities.	es directly attrib	outable to a different cu	ilture, lifestyle, or lack of
	□ re vi	or assurance; ew of parent/student information	on		
		ew of sociological assessment			
	Mete q	ional origin minority group stud eveloped solely on command of	ents or linguistics the English lang	elly different students, i vage.	s not based on criteria which
	Basis for	assurance:			
		sament conducted in both native ations in testing procedures (e. f interpreter	e language and E g., formal and in	nglish	
	letrovier	of parent/student information			
	Lavier	v of language assessment (inclu- itudent is not a national origin r	ميد مالت	and dominance in both	English and native language)
2.	The ARD disabilities	Committee assures that this s I to the maximum extent appro ental areas such as language as	tudent is being e		
3. <b>b</b>		committee assures that this st to any greater extent.		o benefit from educatio	n with students without .
4. K	The come student at aducation	nittee assures that all instructio no cost. Fees normally charge program, may be charged (i.e.,	nel and related s d to students wi	ervices specified in the	IEP will be provided to the reparents, as part of the general
		DIEP SUPPLEMENTS AFT			
-	Visually/J	Auditorially Handiganged		Year Services	
_	Day/Resir	Day School for the Deaf Jential Placement and	Behevior	Management Plan	Autistic Minutes Page
	On-Site V Graduatio	isit Report	— Health Ci — Medically — Vocations	Fregile	Notice of Refusal Transition Services Other
itat inetru	rtional term				

Enter instructional arrangement that meets requirements listed in the Student Attendance Accounting Handbooks

4/96 ARD-8 Scannes 2:13 GV-00418, Document 31-129 Filed on 01/26/15 in TXSD Page 25 of 39

Document 31-129 Filed on 01/26/15 in TXSD Page 26 of 39 Scanned<sup>2:1</sup>3-ty-00418

#### K. SIGNATURE OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS SIGNATURE AND TITLE SP. POSITION DISAGREE AGREE MEMBERS ED. Parent(s)/Adult Student Administration Instruction Instruction/Speech Assessment<sup>1</sup> OTHER PARTICIPANTS Representative of LPAC<sup>2</sup> Consultant/Chairperson Vocational Visual/Auditory Counselor My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was cliscussed. The committee mutually agreed to implement the program reflected in these proceedings. OR: [] The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider alternatives, gather additional resource persons to enable them to reach mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself or herself or others, or if the student has committed an expellable offense. The committee will reconvene on Date Place and Time

Information explaining why mutual agreement has not been reached should be noted in the ARD minutes may be attached by the ARD meeting participants.

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. A full EXPOANATION OF PROCEDURAL SAFEGUARDS has been given to (Clehnet . If you have questions regarding these safeguards, please feel free to call 994-3500.

<sup>3</sup>Include documentation concerning the reconvened ARD committee meeting.

6/95

Assessment personnel are required when assessment issues are included in the ARD Committee's deliberations. <sup>2</sup>LPAC representative is required at ARD of any student who is limited English proficient.

## Scanned 2:13 GV-00418, Document 31-129 Filed on 01/26/15 in TXSD Page 27 of 39

SCHOOL CONTACT PERSON	POSITION / TELEPHONE
Pthase check appropriate statement(s) below.	Re: Jan Manuer 2:30
□ I will attend the meeting as scheduled.	Date of ARD/ITP Meeting
would like to attend the menting, but cannot do so at the time suggest to reachedule.	ted; please contact me at
I will not be able to attend the meeting; please have it without me. I wi	ish to be notified of the results of the meeting.
$\square \parallel$ will not be able to attend the meeting in person, but would like to parti	icipete via telephone. Please contact me at
at the scheduled meeting time.	
at the scheduled meeting time.  I waive the required five school day waiting period between Natios of the	he ARD Committee Meeting and the ARD Committee Meeting.
at the scheduled meeting time.  I waive the required five school day waiting period between Natios of the	he ARD Committee Meeting and the ARD Committee Meeting.
at the scheduled meeting time.	he ARD Committee Meeting and the ARD Committee Meeting.
at the scheduled meeting time.  I waive the required five school day waiting period between Notice of the ITP Column to the required 30 day waiting period between Notice of the ITP Column to t	he ARD Committee Meeting and the ARD Committee Meeting.
at the scheduled meeting time.  I waive the required five school day waiting period between Notice of the ITP Column to the required 30 day waiting period between Notice of the ITP Column to t	he ARD Committee Meeting and the ARD Committee Meeting.
at the scheduled meeting time.  I waive the required five school day waiting period between Notice of the ITP Column to the required 30 day waiting period between Notice of the ITP Column to t	he ARD Committee Meeting and the ARD Committee Meeting.
at the scheduled meeting time.  I waive the required five school day waiting period between Notice of the ITP Continents:	he ARD Committee Meeting and the ARD Committee Meeting.  committee meeting and the ITP Committee meeting.

Scanned 2:1	<b>yayr<sup>0</sup>18, 2</b> 0	umant 31-129	Filed on 01/26/15	in TXSD Page 28	of 39
148/ 148/ 148/ 148/ 148/ 148/ 148/ 148/	SCHOOL  SCHOOL	Develop/review the findividual Transition Plan (TTP)     S-Berrelop and/or review the Individual Educational Plan (IEP) for your child     Consider extended year services     Discuss placement	Behavior Management Strategies — Mod Vocational Classes — Continue Current Program — Tutoring — Other — Other	The following avaluation procedures, tests, records or reports will be reviewed and discussed:  © Comprehensive Individual Assessment* (e.g., language, physical, emotional/behavioral, sociological intelliectual, educational performance)  © School Permanent Records (e.g., grades, attendance reports, teachers* gleavations, schievarent tast social discipline reports)  [Cleared on Observation Reports   Expense Reports    [Independent Evaluation Reports    [Other (fixt):	Federal regulations require that perents and eduit students be provided ation sech time the district groppase or refuses to initiate or/change the print performance of the provided and the provided and the second section (FAE) to your child. A full EXPLANTION-OF ON A SECTION OF IT YOU
Scauled CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT CORPUS CHRISTIAN NOTICE OF THE ADMISSION, REVIEW AND DISMISSAL IARDI COMMITTER METTING	RE: STUDENT ALLA CONTINUED OF STUDENT BALLA CONTINUED OF STUDENT STATE A	ducertional or related service not proposed below se if your child meets eligibility criteria cluding results of any new evaluations!  Chromos Manuelline:	Extra Time for Work Completion  Add/Drop Raised Services  Add/Drop Raised Services  Connection  Connection  Parent Conferences  Charge Modifications  Charge Modifications  Charge Modifications  Charge Modifications  Charge Modifications  Charge Modifications  Several Education  The provision of any educational or related service not proposed for discussion in this notice will be discussed at your request (describe if applicable)	The following persons have been saked to attend the meeting:    Parent/Guerdian/Surrogate Perent/Adult Superior   Speech Pathologist   Comprehens   Comprehens	Other factors relevant to this ARD committee meeting (describs if applicable):  Your rights were activities that perents and edult students be provided a full explanation of all procedural safeguards in your native language or gainst mode of cammunication each time the district proposes or refuses to initiate or/change the destriction, evaluation, or educational placement of your native language or gainst mode of as peropriate public development or educational placement of your native funding on a first procedural safetilation (A full EXPLANATION-OF PROCEDURAL SAFETILATION or educations are to the procedural safetilation of the safetilati

# Case 2:12-cv-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 29 of 39 ned Jun 18, 2013

All procedures and imformation in this document ere required by lew.

#### CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE MEETING

||Admission []Dismissed

4)	181	0	8
ARD NO	TIFICAT	ю	DATE

Please Print  Raminez  STUDENT LAST NAME  1 1291 84 Cuy  DATE OF BIRTH	Ningham Mid	g	4-71-36 ZO  005114 M F  0 NUMBER  08 046  GRADE/PROG SCHOOL
yes no communication	used to assist in conducting the med	eting. If YES, specify lang	uage or other mode of
A. REVIEW OF ASSESSMENT DA	ATA (check (V) if applicable)		
Comprehensive individual ass	essment	15/98	
	vices. Specify:	DATE(S) OF REPORT	T(S)
		***************************************	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Assistive technology addresse	ed in reeukl assessment	report(s) dated 1/98.	Recommended: □ yes □ no (ARD 3)
Cl Vocational assessment report			
Cl Other Assessment 96	-97 TAAS	87 (rdg)	) 86 (math)
Information from the student's	s Individual Transition Plan dated: e Proficiency Assessment Committee	developed	Tran Smt. 5/18/9
_			
☐ Information from school perso☐ Information/records from othe	nnet teacher	progres	5 Acports
-	ment is needed. Timeline for complet		
B. DETERMINATION OF ELIGIBILIT Based on the assessment data r		etermined that the student ces.	
☐ mental retardation	autism	emotionally distured other health impa	
orthopedic impairment visual impairment		multiple disabilitie	s
C. DISABILITY/DISABILITIES Assigned by ARD Committee	Learning Dis	are to be provided. See Al	RD-2)
1			mpairment 1/96
White - eligibility folder	Pink - counselor	Yellow - teacher	ARD-1 Goldenrod - parent copy

Document 31-129 Filed on 01/26/15 in TXSD Page 30 of 39 ATIONAL PLAN (IEP) D DEVELOPMENT OF THE INDIVIDUAL TO The ARD committee reviewed student achievement on each current IEP. (Applicable to all but initial ARD Present Competencies: Physical, as it affects participation in instructional settings and physical education Medication/Health Care Yes O no The student is capable of receiving instruction in the essential elements of physical education through the general education program without modification. Comments: ₩ yes □ no The student is capable of following the Student code of Conduct without modification. If no, complete ARD/IEP SUPPLEMENT: Behavior Management Plan (ARD BMP 1 & 2). Prevocational/Vocational skills which may be prerequisite to vocational education (when appropriate) Academic/Developmental (grade or age levels alone are not acceptable) Indicate content areas in which the student's disability significantly interferes with his/her ability to meet regular academic mastery levels Services for which the student is eligible were reviewed and discussed ☐ Compensatory education Defutorials/academic remediation General Education ☐ fillingual education ☐ Transition services<sup>7</sup> Dother: ☐ ESL instruction Vocational education The ARD Committee agrees that the student Wheeds and will receive special education services ☐ Does not need and will not receive special education services for the following reasons: Include consideration of occupational training needs for students at or before entry into high school or by age 14.

INSERT IEP SHEETS AFTER THIS PAGE

1/96 ARD-2

INDICATE NUMBER OF PAGES OF EACH IEP: R - Sp \_\_ Voc \_\_ OT \_\_ PT \_\_ VS \_\_ MT \_\_ OM \_\_ HS \_\_ Other

e 2:12-cv-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 31 of 39

WRPUS CHRISTI 1.S.D. STUDENT I.E.P.

APPROVED BY A.F.D. COMMITTEE: 3-4-97

STUDENT NAME: JOHN RANDREZ

SCHOOL: CUNNINGHAM MIDDLE SCHOOL

COURSE TITLE: REGULAR MODIFIED

CONTACT TEACHER: SPECIAL ED TEACHER

I.E.P. DATE: 01-28-97 BRAFT CR

1.E.P. DURATION: 08-13-97 TO 05-21-98

COMBIDERATIONS: 1-NO ENTRIES WILL BE MADE FOR OBJECTIVES UNTIL STARTED. 34 20 Z-ANTICIPATED LEVELS OF MASTERY FOR OBJECTIVES WILL BE INDICATED IN THE COLUMN LABELED 'ANT.(%) MASTERY". 3-FINAL LEVELS OF ACHIEVEMENT FOR OBJECTIVES WILL BE INDICATED IN THE COLUMN LABELED FINAL (%) ACH. . 4-OBJECTIVES ARE STATED IN MORE SPECIFIC BEHAVIORAL TERMS IN THE 'CLASS' TEXTS. 5-THE SCHEDULE OF EVALUATIONS WILL BE CONCURRENT WITH SIX WEEK REPORTING PERIODS. At least annually

EVALUATION METHODS: 1-C.L.A.S.S., 2-OBSERVATIONS, 3-DAILY RECORDS, 4-WORK SAMPLES, 5-OTHER SUPPORT CONT.

CLASS CODES

GOALS AND . OBJECTIVES

START DATE

ANT.(%) EVAL. FINAL MASTERY METHOD

(%) ACH.

COMP .

Arciboll GOAL!

THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARDS TASK COMPLETION,

PH6 REMAINS ON TASK WHEN OTHERS RECEIVE ATTENTION.

产出得

BUDGETS TIME TO COMPLETE A SEQUENCE OF TASKS.

PHP

MAINTAINS PASSING GRADES IN MAINSTREAMED CLASSES.

8/97 80% 5 100% 5/98

~ \_HN RAMIREZ)

(01-28-97 DRAFT)

		STUD	HRISTI 1.S.D. ENT 1.E.P.			
	APPROV	ED BY A.R.D.	COMMITTEE:	<u>5w</u> 5	5 18 49	?
STUDENT NAME:	John	Ranirez	SCHOOL: M	OODY HIGH	SCHOOL	
COURSE TITLE:	MAINSTREAM	CLASS	CONTACT T			JCATION .
I.E.P. DATE:	DRAFT 2/25/9	8	I.E.P. DU	RATION: 0	8/17/98 -	05/27/99
THE COL FOR OBJ ACH.'. THE 'CL WITH BI	JUMN LABELED ECTIVES WILL 4-OBJECTIVES ASS' TEXTS. X'WIEE REPOR	S OF MASTERY ANT.(%) MAST BE INDICATED ARE STATED IS 5-THE SCHEDUITING FERIORS A.8.8 2-06	MADE FOR OBJECTIVE FOR OBJECTIVE PERY'. 3-FINAL O IN THE COLUM ON MORE SPECIF OF EVALUATION OBERVATIONS, 3	S WILL BE LEVELS O N LABELED IC BEHAVI ONLY WILL. I	INDICATE F ACHIEVE FINAL CO ORAL TERMS OR COMMENSA ON	O IN MENT k) S IN
	GOALS AND OBJECTIVES	STAR DATE	T ANT.(%) MASTERY	EVAL. METHOD	FINAL (%)ACH.	COMP.
ANNUAL GOAL:	THE STUDENT	WILL DEMONST	RATE MEASURAB		DOS des com mai para das junto son con con	
		WARDS TASK CO		5		*:
PH9 MAINT	AINS PASSING INSTREAMED C		126 95	5	*******	******

• Cas	se 2:12-cv-00410   Document 31-129   Filed on 01/	26/15 i	n T	XSE	) P	ane	33 (	of 30	)	
Scanne	se 2:12-cv-00410 Document 31-129 Filed on 01/2	20/10 1		\OL	'	ugc		01 00		
	E. INSTRUCTIONAL MODIFICATION. SUPPORTS DETERMINED BY AL	RD COM	) E	E						
	Mamirez John 466514	1		SCHO	OL YE	AR (	18	7	9	
	NAME OF STUDENT ID NUMBER					1000			-	
40 Miles	The ARD committee has determined that the following modifications ar	re necessi	ary fo	r the	stude	nt to	\$ucce	ed.		
1	SPECIAL LANGUAGE PROGRAMS'  BEHAVIOR MANAGEMENT PLAN  D YES D NO				1	4			دل	
	40 /20 (2 /10				DA			`	Th	
	REGULAR DISCIPLINE PLAN ASSISTIVE TECHNOLOGY YES ONO YES ONO			/	3	JAQ.	OBJEC	TIVE	ABTEC	7
			/	7	1	17	19	3/	/	
			/-	7/1	4	1/2	70	7	/	/ /
	() NO MODIFICATIONS NEEDED	,	1	/ "	( 5	1.5	2	1./	/	/
	ADDRESS ACADEMIC CYANDARG	6	بالإ	1	34.	57/1	2/2	2%	/	/
	ADDRESS ACADEMIC STANDARDS:  Modifications of requisite skills and knowledge for academic performance standards	-	7	1	1	1	7	$\leftarrow$	4	
	Exempt from Academic Standards/Essential Elements - grades based upon IEP progress	- V	1	1	12	1-				
	ALTER ASSIGNMENTS BY PROVIDING:	s1	_		1	J	1	L1	J	
	Reduced assignments		T	Ŧ.	K	<i>T.</i>	باكر	K 1		
	Taped assignments	V	-	1-	1-	1	1			
	Extra time for completing assignments		+	-			-	-	-	
	Opportunity to respond grally	_	$\vdash$	-	1-	-	-		-	
	Task analysis of assignments		-		1	1	$\vdash$			
	Special projects in lieu of assignments			1	1	1				
	Other (see IEP (or appropriate level of Academic Standards)		1							
	ADAPT INSTRUCTION BY PROVIDING:	0,00				J	11			
	Short instructions (1 or 2 steps)			T		I		Т		
	Opportunity to repeat and explain instructions		-							
	Encouragement to verbilize steps needed to complete assignment/tesk	V	V	1	V	W				
	Opportunity to write instructions									
	Assignment notebooks									
	Visual aids (pictures, flash cards, etc.)						7			
id	Auditory aids (curs, tapes, etc.)									
	instructional aids Culcy lyter			V		X				
	Extra time for oral response					1				
	Exams of reduced length	~	/	1	~	V				
	Oral exams									
	Open book exams	_								
	Study carrel for independent work									
	Frequent leedback		V	~	1	1				
	Alter grade distribution (if District scoring guidelines are not appropriate)	_						_		
	Minimal auditory distractions	-		_	-				_	
ì	Leave (lass for CMC assistance	-	V		V	V				
	Peer tuloring/paired working arrangement			-						
1	Opportunity for student to dictate themes, information, answers on tape or to others.				-		$\rightarrow$			
1.	The state of the s	1 1	- 11	- 1	- 11	110		- 1	11	

| | Use various modalities

I I Use sign language

I | Adjustments for miserticulations in responses

<sup>\*</sup>Special language programs are required for all students who are limited English proficient.

,aiii	Case 2:12-cv-00410 Document 31-129 Filed on 01/2	.0/ 1	J 111	1.	3D	Pa	ge 3	4 of	39
	4		-	)				`	-
1	E. INSTRUCTIONAL MODIFICATIONS SUPPORTS DETERMINED BY ARD COMMITTEE, COMMIT		1	,	(2)			7	
	Ramirez John	Jed.		pol	5-	COAL /	N OBJE	1	Jua
ال العيوا	NAME OF STUDENT SCHOOL YEAR 98 . 99		1	3	/	N	~\$\^.	1/	/
	ID NUMBER		A	-/-	1	7.1	105	1	1
		/	27	de	3/	75/	8/1	/	1
	ADAPT MATERIALS BY PROVIDING:	1	2/4	4	5// :	1/2	10	/	/
	Poer to read meterials	1	ſ	İ	i	1	ΪΤÍ		
	Highlighted materials for emphasis	-	$\vdash$		-	-			
	Altered formet of meterials				-		1-1		-
	study eide/manipulatives teacher provided that				1	1	1		
	ES'_ meterials hates	-		-	ļ.	-	$\vdash$		****
	Lerge print materials	-		-	-	_			-
	Braille materials	-	-		-	-	-		
	Color transparencies					-	-	-+	_
	Other:	-	-		-		-	$\dashv$	
	Other:				_		$\vdash$		
	MANAGE BEHAVIOR BY PROVIDING:								
	Clearly defined limits	V	F	1	1	1		Т.	-
	Frequent reminders of rules	V	1	V	V	1	-	$\dashv$	-
	Positive reinforcement	~	1	/	1/	-		-	-
	Frequent eye contact/proximity control		V_	_	-		-	$\dashv$	
	Frequent breaks	-	-						-
- The state of the	Private discussion regarding behavior	~	7			-/		$\rightarrow$	
	In-class timeout	_	-	-	-	-	-		
	Opportunity to help teacher			-	-	-		-	
	Seat near the teacher	-							
	Supervision during transition activities		-		-			-	
	Implementation of behavior contract								
	Other;								
	REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY:		_1	1					
	Access to equipment		7	-1	1		T	г	-
	Augmentative communication device	-		-	-				
	Calculators					$\dashv$	-		-
	Interpreter	-			-				-
	Note teker/nute taking paper	-		-				-	-
	Word processors	-	-			-			
	Other	-	-			-		+	
	Other:	-			-		-	-	_
	Craterion referenced assessment ITAASIMBSI':		_1						

Until Spanish TAAS tests are available. LEP students exempt from the English TAAS must be tested with atternate measures of accountability

Scanned 2:12-cv-00410, Document 31-129 Filed on 01/26/15 in TXSD Page 35 of 39

()

	F.	SERVICE	<b>ALTERNATIVES</b>
--	----	---------	---------------------

Identify the space	speci ce ner	ial education alternatives and supplementary aids and s kt to all to that apply;	services provided, tried, or considered. Place the key letter (p, t, c)
3 4 5 6	Modi curric and/o vocat instru Speci Title Tutor Englis	eral education classroom dications in general education and/or culum, instruction testing procedures, or physical arrangements (including tional education and nontraditional uctional programs) ial education supplementary aids and services 1 Part A/Accelerated Instruction ials/academic remediation sh as a Second Language (ESL) ual classes	8. Pre-K program 9. Alternative education program 10. Assistive technology (e.g., communication devices, slant top table) 11. Resource classroom 12. Self-contained classroom 13. Separate special education campus 14. Nonpublic day school placement 15. Residential placement 16. Content Mastery 17. Other:
Item		Results of Efforts	If efforts not successful, provide reason(s)
_1_	- 3	needs come shypo	
	-		H for continued progress
2,5,	1	o Successful	
10,1	7	not needed at	this time
G. CONS	SIDER	ATION OF LEAST RESTRICTIVE ENVIRONMENT	
		e either a or b:	
	SIL	ident receive all instruction and services in the general	new IEP goals and objectives, instructional modifications/supports vious efforts/considerations, the committee recommends that this education setting. Go to Consideration of Harmful Effects, ARD-6
D.	m Ba	sed on ARD committee review of assessment data, i	new IEP goals and objectives, instructional modifications/supports vious efforts/considerations, the committee recommends that this special education instructional setting. Complete [3] and either [1]
(	1) Rer	moval from General Education Classroom	
	D	Placement in the general education classroom prohibit the IEP even though supplementary aids and services	is the student from achieving the goals and objectives contained in are used.
	D		Almost data
		Implementing the student's behavior management pla academic instruction or nonacademic activities.	in means that other students would not benefit satisfactorily from
	12		enefit from the general education program:
		Contest mas	remain moin the general education program:
	174		eng
	נט	Other:	

Scanned 2:12-cv-00410, Document 31-129 Filed on 01/26/15 in TXSD Page 36 of 39

		And the second second		
(2	2) Re	moval from General Educati	on Campus (to a Separate Campus	s)
	13	•		ovided on the general education campus.
	D	The behavior managemen	t plan contained in the moderate of	Pm
1 H			King contained in the students if	EP cannot be implemented on a general education campus.
	D	The student's behavior is s	dangerous that it cannot be contr	rolled without intense supervision and a closed environmen
	D	The student had a previous	V improperful planament as a sec-	eral campus. If selected, list instructional and related servic dress returning the student to the general education campu
(3)	Opp	portunity to Participate		
		ar 1	in an in the second sec	n or general education campus, will the student have th nonacademic and extracurricular activities?
	И м	o, describe the nonacademic	and extracurricular activities in w	thich the student will not have an opportunity to participate
		Meals (t		
	0	Field trips	Yearbook/newspaper	D General education routines (homeroom
		Fund raising activities	□ Recess periods □ Choral group/debate	assignments, lockers, study hall
	D	Regular transportation	Assemblies	class changes, social)
		Sports/cheerleading	O Band	Other:
	Ö	Student council	O Graduation exercises	Other:
		"MS: 0f		
	If ar	y of the above items are o	herized explain which ship accepts	is unable to participate:
	-			is unable to participate:
	-			
Const	lell marane	tion of Bassachtta	10	
. 401181	-	Boll of Potential Harmful Eff	ects (Complete this section for all	students.)
In ren	novi	og this student from the ae	peral advention also	
potent	tial ha	anniul effects on the student	with disphilities as as at a silver	eral education campus, place a check to indicate below the
check	the	potential harmful effects of	the student without disability	eral education campus, place a check to indicate below the of services which the student with disabilities needs. Also
educa	tion	classroom or campus.	the student without disabilities	of services which the student with disabilities needs. Also if the student with disabilities is not placed in the genera
- 1	HARI	MFUL EFFECTS		MADAMA PARA
ON ST	TUDE	NT WITH DISABILITY		HARMFUL EFFECTS
				ON STUDENTS WITHOUT DISABILITIES
D Dec	reas	ed access to		None anticipated
spe	cializ	ed services (e.p.,		<ul> <li>Decreased contact with students with disabilities</li> </ul>
mat	terial:	s, personnel,		Other
curr	ricula	r modifications)		D Other
D Dec	reas	ed student self-esteem		- 000
C) Incr	ease	d safety concerns		
U Incr	ease	d distractions		
LJ LINCE	ease	student frustration		
C) Stig				
Isola	ation	from peers		
M Non	e ant	cicipated		
O Uthi	er	The second secon		
		9		
				2/97
				ARD-6

Scanned 2:12-cv-00410, Document 31-129 Filed on 01/26/15 in TXSD Page 37 of 39

(

	[ ] (h)		-)1			T				,				
	STUDENT LAST NAME		_][			hn				6	1	29/	84	
	H. SCHEDULE OF SERVICES			FIRS	1		-(S)	<u> </u>	1	_ A	St B			
	Duration of service is 08 1998 to 05/2999 for grade 9													
			_		s	EMESTER			Γ=			MESTER	.)	
	COURSE/CURRICULUM AREA	Funct. Grade Level		od	Time	Special Ed Time	Determ	/Grade nined By Sp Ed		GEN E	d	Special Ed lime	Progr. Determ Gen Ed	ined By
E 16	English I	8.5	V		55	* TY	V		~	5	55	45	~	
020	Reading	8.5	~		55	2.4	1					+=		
B09	Reyboarding		1			To E					55	5 - 5	- W	
M3L	Geometry	8.5	1		22	0 0	V				55	-2		
T20	WHistory		1		55	5 PA	V			1000	221	3 6		
P13	PE	6	1	1	55	7 4	/			1	55	7-4		
W26	Intro P. Metals		1		55	5 5	W		1	1		र्ट है	/	
	Vocational Education										-21		-	
	VAC								_					
	TOTAL MINUTES PER DAY	1			30					2	30			
	Monitoring/Coordination Monitoring of progress in gen Coordination of General/Specia Permon(s) responsible Par Method(s) _Report Cards _ Schedule for evaluating progre	eral edu	cati	ion:	ditruci	illy	weekly	L'S WK	-		_ (			= Zhr:
	Auditory Roce Services   D* C* M* Criterion reference   Will take met   Health Services   Will take will take so   Will take s							thematics will take reading 18-0 with the student's grade placement exempt in all areas defined in test administration materials:					ent	
- 1	[] Special Transportation	n see	att	tachi	ed su	lo If	yes, R	, Referral Date					=	
	If yes, cite justification:			_PT		glaal;	ha	est Dat			-			-
	() Parents of students w Yes No impairments or deaf/bl information about the	lindness Touse S	hav	e be	en gi	ven	10	edical ( R. Test				Test	DX	_
	N/A at the time of initial	or Inva			for	the Deal		th. Test						-
	Comments: Slobn will	HA	en	J	m	JA181	e A			GE				-/
	general ed al	asses	~_	w	ith	Sh	C RC			GE				
(e.=	Support at Ica	st	31	5_	mi	sut	S VL			GÉ		Lan	g. Doin.	
25	per week,	Dat	a By	v:S	لما	uchh	н			GE .				
1	049665114 Inst. A	rr. Code	(	13	-	rog. Ty			-	n. Coc		D.		
A	RD Date 5 18 Agripe R H	ome Sch	O	W	-	ement S						Dat		
*D -	Direct C-Consult M-Monito	or	-	- 1				77		117 (	.oue(!	עויי	PH	T

# Scanned Jun 18, Document 31-129 Filed on 01/26/15 in TXSD Page 38 of 39

I. PL	ACEMENT (	DETERMINATION			
		nmittee determined that service provided at:	Check appib	Oriate instructional Arrangement  (PEIMS CODE)  PV(11) S/C, Mid/Moderate, Reg. C	ammis (OA)
		NAME OF SCHOOL CAMPUS	Homebound(0 Hospital Class Resource Roo State School	1) S/C, Severe Reg. Cempus (1 (02) Off Home Cempus (20) (03) VAC (08) or Residential Cere &	
			The Mentally Retaided (30)	Presiment Facility (35) Mainstream (40)	
e you	5 D no	This is the compus the stude which cannot reasonably be	nt would attend if not disabled provided on the student's home	If NO identify flist or describe	) the services
E Yes	IJ no	This is the compus which is a	as close as possible to the stude	nt's home. If NO, justify:	
J. AS	SURANCES				
1.	The ARD co	emmittee arrures that the desi-	sion to provide special aducation		
	I V is no		ed as directly attributable to a di		k af
	(Life) (Life) (Jornal Ware Basis t	tor assurance: view of parent/student informa view of sociological assessmer ational origin minority group sta developed solely on command or assurance: essment conducted in both na	nt udents or linguistically different : of the English language.	students, is not besed on criter	ie which
	i eda i yes i rev (: rev	aptations in testing procedures of interpreter isw of parent/student informat isw of language assessment (ii	te.g., format and informat meast ion notuding proficiency and domina	nce in both English and native	languaga)
2.	O'The A	s student is not a national original RD Committee assures that this	in minority group student or a lir s student is being aducated with propriete to his/her overall educ	guistically different student,	not have
3.	The A	RD committee assures that this ties to any greater extent.	s student is unable to benefit fro	m education with students wil	thout
4.	student	ommittee assures that all instru t at no cost. Fees normally chi on program, may be charged (i	ictional and related services sper arged to students without disabi i.e., art or laboratory faes).	ified in the IEP will be provide ities or their parents, as part o	d to the of the general
NOTE:	INSERT	ARD/IEP SUPPLEMENTS &	FTER THIS PAGE, WHEN	APPLICABLE.	
	Region	lly/Auditorially Handicapped nal Day School for the Deaf esidential Placement and is Visit Report ation	Extended Year Servi Behavior Manageme Health Care Plan Medically Fragile Vocational		fusal

Enter instructional arrangement that meets requirements fisted in the Student Attendance Accounting Handbook

4/96 ARD-8 Scanned 2:12-cv-00410 Document 31-129 Filed on 01/26/15 in TXSD Page 39 of 39

Page of
Student's Name: John Ramirez D.O.B. 6/29/84 Date: 5/18/98 Recorder: S. Warne
John attended his ARD meeting.
ELIGIBILITY: qualifies, learning disabled  COMPETENCIES: reviewed, recorded  ARD pg 3-4
MEDICAL ISSUES: parent did not attend, no concerns from past records  IEF: reviewed 97-98' developed 99-99  SERVICES: No related services needed
John's grade level
PLACEMENTS: Moody HS, all general education modified classes with Che support at least comments:
- no assistive devices needed - Individual Trans Start developed for John